

COMMISSIONER'S EDUCATIONAL EQUITY COUNCIL (CEEC)
MINUTES
AUGUST 10, 2004
9:00 A.M. – 1 P.M.
STATE BOARD ROOM

Attending:

Roy Adkins, Cindy Baumert, Edwina Burke, Debbie Campbell, Dr. Roger Cleveland, Linda France, Wilton McMillan, Rebecca Powell, David Tachau, Cathy Thrasher, Melanie Tyner-Wilson, Debra Vance, Jill Vaught, and Gene Wilhoit

LOCAL ACTIVITIES

- Rebecca Powell reported that Georgetown College has a new special education on-line program, a new program leading to an endorsement in ESL, and a new alternative certification program.
- The Division of Instructional Equity in the Department of Education hired 7 new people to serve as district support facilitators to support districts and schools not meeting AYP.
- Roy Adkins shared that four of his six-year-old students put together a clay animation titled, Mr. Phil, on mine safety that will be used throughout the U.S. Mr. Adkins provided Commissioner Wilhoit and Linda France with a cd of the animation. For more information, check out www.msha.gov.
- Wilton McMillan reported that the KBE approved a forty-one-page implementation plan for KSB/KSD. A statewide family support center will be set up. Check out <http://www.education.ky.gov/users/spalmer/KSBKSD%20Action%20Plan%20Final.pdf?SUBMIT=Search>.

NCLB/Adequate Yearly Progress Results (Rhonda Sims)

Rhonda Sims, Office of Assessment and Accountability, reviewed how NCLB requirements are implemented in Kentucky and the results of preliminary NCLB state level data. Schools/Districts are determined to have made Adequate Yearly Progress (AYP) for a school year if the school/district and all subpopulations of sufficient size:

- Met annual measurable objectives in reading and mathematics. (The objectives are expressed as the percent of students scoring at proficient and distinguished.)
- Showed progress and met requirements on the "Other Academic Indicator"
 - prior year graduation rate at the high school level
 - prior year accountability index at the elementary and middle school levels
- Tested at least 95% of enrolled students and all subpopulations of sufficient size. Sufficient size for the reporting of annual measurable objectives for subpopulation of students is defined as 10 students in each grade reading and mathematics are administered (grades 4/5, 7/8, 10/11) AND 60 in these grades combined OR 15% of the total number of accountable students in these grades combined.

Preliminary results publicly released on August 3 are based only on multiple-choice items in reading and mathematics. At the state level, Kentucky did not meet the targets for students with disability in reading and in mathematics, and African-American and Limited English Proficiency students in Reading. Final NCLB reports are scheduled to be released publicly on

October 14. The final report will include multiple choice and open response items in reading and mathematics.

Council members encouraged helping parents and school council members understand these results. Another suggestion was to highlight model programs that have students with disability reaching the targets in reading and in mathematics performance.

Instructional Management System Demonstration (Faith Thompson)

The instructional Management System is a result of Kentucky schools and districts asking two critical questions: *1. What am I to teach and when (Scope and Sequence)? *2. What are students suppose to know and be able to do? Faith Thompson in the Division of Instructional Equity shared with the Council the current version of "Teaching Tools," the first generation of KDE's new on-line instructional management system. The new on-line system, "Teaching Tools," currently includes:

- ✓ a newly formatted on-line document that combines three of the essential curriculum documents: Academic Expectations, Program of Studies, and Core Content for Assessment;
- ✓ sample curriculum maps from a variety of KY districts and schools across grade levels and content areas; and
- ✓ sample standards-based units of study from KY teachers.

This on-line system allows teachers, from their workstations, to access the responses to the above questions. In the future, KDE hopes to make the following accessible; snapshot assessments, video stream of teachers, model promising practices, strategies to close achievement gap, end of course assessments, prompts to ensure teachers are meeting needs for diverse learners, and standards based lessons.

Council members reminded KDE to include a universal design for all students. They expressed the following comments:

- ✓ The teaching tool will drop the frustration level of teachers;
- ✓ The biggest need is a tool around assessment; and
- ✓ Unique student identifiers are needed.

Kentucky Instructional Discipline Statewide Program (Mike Waford)

Mike Waford, Director, Kentucky Center for Instructional Discipline, introduced the Kentucky Instructional Discipline Statewide Program by presenting its mission, goals and process designed to support schools and districts in the use of positive behavioral supports and interventions (PBIS). The expected outcome of the process in schools will be a reduction in problem behavior, increase in instruction, and ultimately improved academic performance of students.

Melanie Tyner-Wilson suggested the Center connect its efforts with efforts of the Community Partnership for Protecting Children. This effort is focused on the collaboration efforts of agencies in the Lexington area to address the needs of at-risk children. Mr. Waford will meet with the representatives of the Partnership and with Melanie on August 31, 2004. David Tachau will ask the principal of Meyzeek Middle School to contact Mr. Waford regarding this program.

Promising Practices To Improve School Culture: Stories From The Field (Toyah Robey)

Toyah Robey presented an overview of school culture and climate. The overview included working definitions of school culture and climate and the key components of a healthy school culture. Examples of current practices going on within some districts were also highlighted.

Melanie Tyner Wilson and Rebecca Powell noted that it may be a challenge for “outsiders” to assess a school’s culture, and the perceptions may not be those of who are in the school. Some council members indicated that they would like to hear more information on this topic at a future meeting.

**NEXT MEETING:
NOVEMBER 16, 2004**